Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

EOPS/CARE

**Principal Author(s):**

Deniz Fierro

**Manager:**

Naomi Abesamis

**Submission Date:**

11/27/2024 10:54:18 AM

**Author Signature:**

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| Electronically signed by Deniz Fierro on 11/13/2024 1:12:18 PM |

**Manager Signature:**

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# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

1. Increase the number of EOPS students successfully completing each semester in good standing. \*Goal clarification: previous data looked at good academic standing versus program standing. Outcomes will continue to assess academic standing.

2023-2024: 82.1% of EOPS students were in good academic standing/non-probation.

2022-2023: 79.1% of EOPS students were in good academic standing/non-probation.

2. EOPS will decrease the number of holds for program warning filed for the book service award every semester.

Fall 2023: 233 out of 727 (28%) were in Program Warning

Spring 2024: 167 out of 690 (24%) were in Program Warning

Fall 2022: 92 out of 825 (11%) were in Program Warning

Spring 2023: 108 out of 730 (14.7%) were in Program Warning

3. EOPS will increase and strengthen partnerships with local high schools and community partners. (This goal was retired & new goal added in #2).

4. (Retired goal previously)

5. 75% of EOPS students will submit an Academic Progress Report (APR) during each term that they are enrolled in the program.

Fall 2022: 71% of EOPS students completed APR

Spring 2023: 77% of EOPS students completed APR

Fall 2023:74% of EOPS students completed APR

Spring 2024: 85% of EOPS students completed APR

6. EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and career counseling sessions administered by EOPS Counselors. (Goal not assessed. Goal retired.)

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

1. Increase the number of EOPS students successfully completing each semester in good ACADEMIC standing.

Goal Changes: Clarified goal to match data collected– we will continue to track academic standing for next review cycle.

Program changes: Created a probation and disqualification campaign for current EOPS students to ensure they get back on track.

2. Increase the number of EOPS students successfully completing each semester in good PROGRAM standing (Book Service Award eligible).

Goal Changes: Combined previous goals #1 & #2

Program Changes: We reflected on this goal and made changes to the EOPS requirements. We removed the “tutoring and workshop” requirement, which will hopefully increase the # of students in good standing. Many students did not complete this requirement previously and then fell into program warning.

3. EOPS will increase and strengthen partnerships with local high schools and community partners. (This outcome has been met).

Goal Changes: Retired Goal.

Program Changes: We are now tracking student enrollments that come from outreach activities. This will allow us to disaggregate data by high school community and by diversity metrics (see new goal #6 below).

4. 75% of EOPS students will submit an Academic Progress Report (APR) during each term that they are enrolled in the program.

Goal Changes: N/A

Program Changes: The APR process was updated to make submissions easier for students. This change resulted in a record number of students completing this requirement.

5. EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and career counseling sessions administered by EOPS Counselors.

Goal Change: Retired Goal.

Program Change: N/A

6. NEW GOAL: EOPS/CARE will increase/retain the number of EOPS/CARE eligible students through outreach & collaboration with other programs and county representatives. We will track enrollment data for measurable outcomes resulting from outreach activities.

2022-2023 Fall & Spring new students: 480 total

Fall 2022- 380 EOPS/CARE students, 26 CARE Students

Spring 2023- 100 EOPS/CARE students, 25 CARE Students

2023-2024 Fall & Spring new students: 337 total

Fall 2023- 239 EOPS/CARE students, 31 CARE Students

Spring 2024- 98 EOPS/CARE students, 32 CARE Students

2024-2025 Fall new students: 568 so far

Fall 2024 568 EOPS/CARE students, 43 CARE Students

Spring 2025 in progress

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

EOPS tracks student progress internally (Master list, MIS reports) and works with institutional research to collect and monitor disaggregated, student-level outcomes assessment data.

We are working with the Guided Pathways office to expand student contact data collection through Starfish. With the new Vision Aligned Reporting from the state Chancellor's Office, we need a more robust system to track student contacts and services.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Request #1: In 2021, a full-time tenured EOPS counselor retired after 23 years of service. This position was not replaced. In early Spring 2024, an additional full-time position was lost when a counselor was transferred to Disability Support Services. The loss of this position was not related to program need or student demand. EOPS the program is now down to 3 full time counselors. With the significant increase in participants over the past year, it is critical to immediately restore the number of full-time faculty in the area to maintain consistent counseling capacity for students to complete the state-mandated three counseling appointments per semester at minimum. (REPLACEMENT)

Request #2 With the significant increase in EOPS & CARE participants over the past year, it is critical to restore a full-time classified EOPS/CARE specialist in the area to maintain specialist capacity for students to complete the one specialist appointment per semester at minimum. (NEW POSITION)

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

Request #1 With the Fall 2024 semester commencing and an increase in new students, the need for counseling appointments has become a great concern. Lack of available appointments will impact our student’s ability to maintain program eligibility and will negatively impact the FC EOPS program compliance with Title 5 regulations. The projected number of students this fall is 1,014 students and to put it into terms of contacts there would be a need of 3,042 student/counselor contacts. This does not include follow-up contact made by students in need or due to extenuating circumstances. This also does not include workshops led by counselors such as university transfer application assistance, student success and other workshops.

Request #2 With the increase in number of EOPS & CARE students, the projected number of specialist caseload is 201 students and would need 201 specialist appointments that our CARE Coordinator cannot accommodate.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Request #1 EOPS Counselors are responsible for providing academic, career and personal counseling services for EOPS, CARE, FYSI, and CalWORKs. Students are required to have three contacts per semester to meet Title 5 requirements. Additionally, EOPS Counselors participate in campus wide, division (student services & counseling), and department committees, attend mandatory and relevant trainings, and teach counseling classes. EOPS Counselors also collaborate with our colleagues in Outreach, General Counseling, Transfer Center, Career Center, and beyond on various initiates throughout the year.

Request #2 EOPS/CARE specialists are responsible in providing case management and resource support to students to help them succeed in their educational journey. Additionally EOPS/CARE specialist participate in campus collaboration and outreach efforts.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Request #1 EOPS has one full-time counselor retirement that was never replaced and most recently a full-time counselor was transferred to DSS during spring 2024 but not replaced. This transfer again was not based on program needs or student demands. Since then, the program numbers have increased drastically.

Request #2 EOPS/CARE does not have a specialist specifically for the CARE program however, the CARE Coordinator oversees EOPS/CARE specialist duties. Program numbers have increased throughout the year.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

EOPS/CARE department would bring additional revenue to the campus to support the most disproportionately impacted students we serve at Fullerton College. The students within the EOPS program have shown to have higher retention rates, math and English completion rates, and graduation/transfer rates than the rest of the campus population despite the societal and economic hardships they face.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

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| --- | --- |
| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | $120,000 (salary & benefits for tenure counseling faculty)  $80,000 (salary & benefits for classified position) |
| **Total Requested Amount:** | $200,000 (EOPS categorical funding - not general fund) |

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| **Is the funding requested ongoing or one-time funding?**  Ongoing |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |